

1. DESCRIBE THE PRACTICE PROPOSED FOR RECOGNITION, AND LIST ITS OBJECTIVES. DETAIL HOW THE PRACTICE IS INNOVATIVE AND HOW IT PROMOTES HIGH STUDENT ACHIEVEMENT.

The practice proposed for recognition is titled “Juggling Jamboree.” Fifth grade students are given the enriching experience of learning how to juggle for a circus-like show performed to an audience of students, teachers and parents.

First, students are exposed to juggling and non-juggling performances on videotape. Then they learn how to juggle two or three objects at a time using a step-by-step approach, beginning with very basic skills and moving to more advanced skills. As the children work toward the goal of becoming master jugglers, elements of performance are analyzed, discussed and practiced. When the children are skilled enough to perform a “routine,” they add components to create the circus - music, choreography, scenery, props, costumes, and special effects. Again, students watch professional performances to determine what components are needed for a theatrical performance. Theater terminology such as stage right/left, choreographer, director, and producer are emphasized throughout the rehearsals. Finally, students perform their show to an attentive and enthusiastic audience of both children and adults.

The following objectives are met through this physical education and performing arts unit of study:

- The learner will understand that juggling is a performing arts skill that combines motor skills, dance and theater.
- The learner will perform the locomotor, manipulative skill of juggling two or three objects.
- The learner will use a step-by-step learning method that can be applied to other learning situations.
- The learner will discover that performance requires practice.
- The learner will master a movement skill that can be a lifetime recreational activity.
- The learner will apply the movement concept of rhythm.
- The learner will analyze professional and amateur theater performances.
- The learner will identify elements of performance.
- The learner will demonstrate performance and participation skills by working and creating individually and with others.
- The learner will critique the performance of self and others.
- The learner will employ non-verbal communication skills through dance.
- The learner will enhance self-esteem.

The practice is innovative in that it combines motor skills typically addressed in physical education with elements of the performing arts. In addition, research indicates that juggling improves concentration and focus. Students use a step-by-step method to master the skill of juggling. Then they learn about the various components of a theatrical presentation. Next, the juggling is applied to a theatrical/dance performance where students choreograph their own show of juggling to the rhythm of music while wearing costumes to enhance the visual effect. This gives students the opportunity to express themselves creatively to an audience while delivering a non-verbal message. It also offers them the chance to learn a life-long recreational skill.

Another innovative component of this practice is the differentiated instruction that naturally occurs throughout the unit. Students who are highly skilled are taught to juggle more objects and/or more difficult materials such as rings or clubs, while those who are more challenged are taught to juggle with two objects and/or less difficult materials such as beanbags or scarves. Hence, the instruction and activities are differentiated to meet the needs of all children. Furthermore, all students are able to meet with success and are an integral part of the performance, which consequently enhances their self-esteem and self-confidence.

High student achievement by all students is an expectation of this practice. Every child is expected to master juggling using two or three objects of their choosing. To ensure mastery and to emphasize the need to practice, students are able to loan materials for an evening, similar to loaning a book from the library. To foster motivation, when a student reaches the next level of performance (as identified on a rubric), he/she rings a bell for recognition while classmates stop and applaud. When “Master Juggler” status is achieved, names are announced and posted.

2. LIST THE SPECIFIC CORE CURRICULUM STANDARDS, INCLUDING THE CROSS-CONTENT WORKPLACE READINESS STANDARDS, ADDRESSED BY THE PRACTICE AND DESCRIBE HOW THE PRACTICE ADDRESSES THOSE STANDARD(S). PROVIDE AN EXAMPLE TO SUBSTANTIATE YOUR RESPONSE.

Visual and Performing Arts Standards

Standard 1.1-All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

- Students critique professional performances of a variety of videotapes for costume, music, form, staging, color, line, rhythm and space.
- Students select costumes to enhance the performance.

Standard 1.2-All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

- Students perform individually and/or in groups as they create their performance. Students create, produce and perform their own work. Originality is encouraged by teacher and peers. Technical skills are emphasized. Students learn that extensive practice is required to perform a physical skill. How the audience would respond to different actions is assessed by peer critique.

Standard 1.3-All students will utilize arts elements and arts media to produce artistic products and performances.

- Proper performing arts terminology is learned and used (producer, director, choreographer, stage right, rhythm, mood, form, etc.).

Standard 1.4-All students will demonstrate knowledge of the process of critique.

- Students discuss, suggest, and analyze themselves and others throughout development, rehearsals and final performance.
- Rehearsals are videotaped so that students can self-assess their performance.

Comprehensive Health and Physical Education Standards

Standard 2.5-All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

- Students perform a wide variety of locomotor and manipulative movement skills in juggling.
- Students learn that variation of juggling skills for aesthetics and performance requires varying speeds, directions, force, projection, tempo and beat.
- Juggling rings, beanbags, and clubs require the student to adapt the juggling skill to fit the object used. Some students perform group juggling. Performers share the space on the stage.
- Students understand that juggling is a lifelong skill, able to be performed with varying physical fitness levels throughout life.

Cross-Content Workplace Readiness Standards

Standard 2-All students will use information, technology, and other tools.

- Students used technology (videotaping) to observe their own performance. A video camera is used for students to see themselves as others do. Self-assessment and peer coaching are employed.

Standard 3-All students will use critical thinking, decision-making, and problem-solving skills.

- Students provide constructive criticism through comments on presentations and practice. Students work in small groups observing and making suggestions for better visual effects (ex. smile, turn, color, costume, etc.).
- Rubric assessment enables the students to see relationships between ability, effort and achievement. Rubrics are used to assess levels of juggling. Students apply the same rubric to each new task.
- Students work cooperatively in groups to help others learn. Successful students were asked to assist others.
- Problem solving techniques are used to arrange the show, overcome problems and consider safety for all.

Standard 4-All students will demonstrate self-management skills.

- Short-term goals are set and followed. Students are expected to learn to juggle with two objects, change objects, add a third, and prepare an act for the performance using these skills.
- Students demonstrate self-management skills. Time deadlines are overcome with each student practicing the time they need. Safety issues with hard objects being used is discussed.

3. DESCRIBE THE EDUCATIONAL NEEDS OF STUDENTS THAT THE PRACTICE ADDRESSES. DOCUMENT THE ASSESSMENT MEASURES USED TO DETERMINE THE EXTENT TO WHICH THE OBJECTIVES OF THE PRACTICE HAVE BEEN MET. PROVIDE ASSESSMENTS AND DATA TO SHOW HOW THE PRACTICE MET THESE NEEDS.

This practice addresses both the need to teach students movement skills that foster participation in physical activities throughout life and the need to enhance students' ability to perform an art. In addition, the practice provides children with experience in setting and attaining goals.

The assessment measures used to determine the extent to which the objective has been met were in the form of rubrics, checklists, peer evaluations and critique of videotaped performance. Rubrics were used by the teacher and students to determine an individual's level of juggling ability.

Two Object Juggling Rubric	
Level	Skills
1	Throw and catch one item. Throw above your head. Catch palm up with your elbows near your body.
2	Throw two items, above your head, one at a time using the same hand. The items should hit the ground close to your feet.
3	Throw two items, above your head, one at a time, using the same hand. Catch the first item thrown, palm up without taking a step.
4	Throw two items one at a time. Catch and then throw the first. Repeat five times without a miss.
5	Throw two items at one time. Catch and throw each five times in a row.
Master Juggler	

Three Object Juggling Rubric	
Level	Skills
1	Throw and catch one item above your head using each hand repeatedly (palm up, elbows near sides).
2	Throw and catch with one item in each hand in a crisscross pattern repeatedly.
3	Throw three items in a crisscross pattern repeatedly.
4	Throw three items in a crisscross pattern catching two repeatedly.
5	Throw three items in a crisscross pattern continuing to throw and catch. Repeat five times.
Master Juggler	

A rubric such as the one below is created jointly with the teacher and students after viewing several professional performances. This performance assessment rubric is used to critique individual performances. The performer, peers, and the teacher use the assessment at various points during the unit.

"Juggling Jamboree" Performance Assessment Rubric				
	Excellent	Very Good	Needs Improvement	Comments/Suggestions
Costume: <ul style="list-style-type: none"> ▪ Made me laugh ▪ Interesting to look at ▪ Didn't distract from the performance 				
Skill: <ul style="list-style-type: none"> ▪ Juggles for one minute or longer ▪ Recovers from drops ▪ Juggles more difficult materials 				
Facial Expression: <ul style="list-style-type: none"> ▪ Smiles ▪ Mouth closed 				
Music: <ul style="list-style-type: none"> ▪ Moves to rhythm of music ▪ Uses music to express mood ▪ Uses music phrasing 				

A checklist was used by the teacher to track student juggling skills based on the skill levels identified in the rubric. During the 2000-2001, 100% of the students were able to consistently juggle two objects for five catches therefore achieving "master juggler" status. 70% were able to perform with three objects. 75% were able to juggle two or more different juggling materials (bean bags, balls that bounce, balls that do not bounce, Koosh balls, animal bean bags, clubs, rings, scarves). All students were assessed in the excellent or very good category for the actual performance.

4. DESCRIBE HOW YOU WOULD REPLICATE THE PRACTICE IN ANOTHER SCHOOL AND /OR DISTRICT.

In order to replicate this practice, the following steps should be employed:

1. Obtain and/or create juggling materials.
2. Develop students understanding of what juggling is and how it is a performing art combining a motor skill, dance and theater.
3. Develop a timetable for learning the skill, preparing for individual and small group performances, and preparing the circus performance. Set performance dates.
4. Teach juggling skills. Provide students with rubrics, books, videos and, if possible, the opportunity to loan materials overnight to practice. Use motivational techniques and incentives to achieve "master juggler" status.
5. Analyze and discuss performance aspects by watching professional and amateur performances. Emphasize importance of music, costume, choreography, form, etc. With input from the students, develop a rubric to assess the circus performance.
6. Work together to prepare circus performance. Address choreography, lighting, staging, special effects, music, etc.
7. Perform circus acts for audience of students, teachers, and parents.
8. Have students self-assess their performance by watching the videotape.